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ABSTRACT

This training product was developed for the Teacher Corps and designed for use by the intern to help him or her learn ways of quickly establishing rapport with troubled youth. Specific objectives are: (a) that the intern will be sensitized to the affective nature of the commitment to teaching troubled youth; (b) that the intern will be able to identify and define recidivism, high mobility, confrontation with authority, and self concepts as they relate to the teaching of troubled youth; and (c) that the intern will use behaviors that indicate awareness of the four dimensions of establishing rapport with troubled youth. After a preassessment is completed, the intern carries out enabling activities for each of the objectives. These activities include attendance at lectures and demonstrations, viewing of audiovisual presentations, readings, and sensitivity exercises. A bibliography is included. (HMD)

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Vida Van Brunt:

Number 10

Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled Youth' of the Inner-City

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TEACHER CORPS ASSOCIATES:
RESOURCES FOR CBTE

A Series of Materials for the Support of CBTE

Series Editor: Carl A. Grant, Director

Teacher Corps Associates Program

University of Wisconsin

Madison, Wisconsin 53706 **Spring, 1973**

SP008 333

RESOURCES FOR CBTE

Understanding CBTE

1. *A Module for Understanding the Characteristics of Competency-Based Education* by Alberto Ochoa 34 pp.

This is designed to assist intern-teachers in understanding CBTE through the use of an instructional module.

2. *A Seminar on Competency-Based Teacher Education for University Personnel* by Horace Leake 22 pp.

This is intended to help instructors of higher education prepare the basic tenets of CBTE to faculty staff.

Defining Roles In CBTE

3. *Curriculum Specialist's Role in Enabling Interns to Acquire and Demonstrate Mastery of Teaching Competencies* by Joseph Watson 10 pp.

This material includes objectives, test items and activities. The Curriculum Specialist's role in a CBTE program is specified.

4. *The Role of the Community Coordinator* by Edwina Battle 11 pp.

This module is designed to identify the role of the community coordinator in a Teacher Corps Project.

Initiating CBTE

5. *Bilingual Education: A Needs Assessment Case Study* by Fernando Dominquez 12 pp.

This describes the development of a questionnaire to use in a needs assessment for teachers in a bilingual setting. It includes results from one school district.

Implementing Competency-Based Educational Programs at Southern University by James Fortenberry 6 pp.

This is a case study of the transitional problems involved in shifting an entire university to a competency-based approach to education.

Use Of Competencies

6. *Competencies Essential for Diagnosing Reading Difficulties* by David Blount 36 pp.

This is a list of competencies. These competencies may be used in designing training modules for interns, teachers, or reading specialists.

7. *Competencies for a Hopi Reservation Teacher: Hopi Background Competencies for Teachers* by Milo Kalectaca 33 pp.

This module is designed to provide competencies needed to train teachers of Hopi children in the basics of Hopi history and culture.

8. *Methods of Public School Music* by Edwina Battle 57 pp.

This is designed to give teacher trainees adequate background and training in music skills using competency-based education which can be adapted to meet the needs of children in the primary grades. It includes: (1) music fundamentals (2) instruments and their use (3) techniques in music instruction.

The Affective Domain

9. *Non-Verbal Communication and the Affective Domain* by Claudette Merrell Ligons 74 pp. Multi-Media Items*: 23 slides, 1 video-tape.

This training package is designed to prepare the teacher in the affective domain; it should improve the teacher's interpersonal relations skills by helping him/her better understand the non-verbal behavior of students.

10. *Strategies for Introducing Skills in Effective Curriculum Planning for Teachers of the Highly Mobile 'Troubled Youth' of the Inner-City* by Vida Van Brunt 69 pp. Multi-Media Items*: approximately 100 slides (3 sets), 1 video-tape, 4 audio-tapes.

This is designed to provide teachers with strategies for communicating more quickly and easily with the inner-city youth labeled "delinquents" or "delinquent prone."

*Multi-Media items are available only from the author.

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FOREWORD

In 1965 Teacher Corps received a congressional mandate to improve teacher education. This improvement was to be brought about by broadening existing teacher education programs and improving educational opportunities for disadvantaged children.

Teacher Corps recognized that one aspect of teacher education needing immediate attention was the lack of minority group representation in positions of leadership. In order to help fill this educational void, Teacher Corps instituted the Teacher Corps Associates Program. The program is designed to provide professional growth in the process of competency-based teacher education (CBTE) for teaching faculty and administrators in local Teacher Corps projects.

The Associates were selected after a national search by a committee composed of representatives from Teacher Corps National Field Council, AACTE's Committee on Performance Based Teacher Education, and the Technical Assistance Projects. The Associates are drawn from all areas of the country and from different minority groups; they are members of the teaching faculty of local Teacher Corps Projects, or are local Project Directors, Associate Directors, Program Development Specialists or Coordinators.

Since the program began in February, 1972, the Teacher Corps Associates have received extensive training in the basics of CBTE: principles of systems management, development of instructional modules, and identification of teacher competencies.

They have also gained valuable experience through visits to learning labs, universities, schools, communities, and R&D centers. The Associates have had opportunities to serve as consultants to other Teacher Corps programs, and to serve as resource persons and consultants at National Teacher Corps Conferences. An equally important aspect of the Associates' training has involved developing and extending their sensitivity to minority group concerns and fostering the awareness of common interests underlying unique cultural differences. As part of their training in CBTE, the Associates have produced this series of materials entitled Resources for CBTE.

Carl A. Grant
Director of Teacher Corps Associates

STRATEGIES FOR EFFECTIVE CURRICULUM PLANNING FOR "TROUBLED YOUTH"

INTERN'S GUIDE

STRATEGY: ESTABLISHING RAPPORT

Vida Van Brunt
University of Southern California
Los Angeles, California

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STRATEGIES FOR EFFECTIVE CURRICULUM
PLANNING FOR "TROUBLED YOUTH"

Strategy--Establishing Rapport

I. Prospectus

Rationale: Approaching Planning and Development of Curriculum Methods and materials for "troubled youth" by first learning strategies for quickly Establishing Rapport, is the purpose of this component. Prospective teachers must recognize the need to personalize teaching-learning environments and situations for the youth who has experienced successive failures in his attempts to adapt and learn in the traditional classroom setting. This preliminary module provides an introduction to the diverse sensitivities teachers must develop and use as an effective base in working with these youths. The learners in special schools of correctional institutions, as well as those placed in special classes or schools in the district for delinquent prone, "troubled youth" are on short term, temporary placement. They may be returned to the community or moved to another institutional facility at any time. With each move, their education is interrupted. The usual procedures of processing, placement and orienting students are not feasible; these youths are likely to be on their way to another placement shortly with no successful experiences in education. It is therefore imperative that teachers of these youths be provided training in quickly Establishing Rapport as a beginning for planning quick success in academics for these learners. This quick success intervenes in the pattern of failure experiences

associated with education and the school.

Selected areas emphasized in this module, (1) Background Influences and (2) Dimensions for quickly establishing rapport, will also open new avenues for increased research in the classrooms or learning environments which will be used in developing the Troubled Youth Series for the Preparation of Teachers. (Contact author for information on series; Your experiences in this may be incorporated in the series.)

OBJECTIVE

Terminal Objective:

Given a small group of learners in an educational setting who have been identified as troubled youth:

Intern quickly Establishes Rapport.*

NOTE* This is a Developmental Performance Objective and should be evaluated on Performance of Intern; Not on responses of learners.

Pre-requisite

None.

Unit I: Establishing Rapport--Objectives

Objective #1

The intern is sensitized to the affective "people Oriented" nature of the commitment to teach the Troubled Youth.

Objective #2

Given input on four selected significant problem areas (1) recidivism, (2) nigh mobility, (3) confrontation with authority, (4) labeling and self-concept, in which teachers must intervene with positive impact in the cycle of experiences of troubled youth; intern (in writing or orally):

--Identifies and defines the four areas accurately

--Describes or demonstrates the relationship of each of the areas to teachers of the troubled youth.

Objective #3

Given input on the four selected dimensions for quickly Establishing Rapport and given a series of action exercises and demonstrations in these four dimensions, intern:

--Identifies each dimension in feedback following the exercise

--Shares in small group discussion his perceptions of "how he feels" toward the experience in the exercise

--Small group demonstrates ways in which knowledge, skill and awareness of each dimension can be used in more quickly Establishing Rapport with the troubled youth (Choice of format for demonstration--e.g. audio-tape, skits, role playing)

Objective #4

Initiates and facilitates a series of probing sessions in which Intern employs behaviors which indicate awareness of the four crucial dimensions needed in quickly Establishing Rapport with the delinquent-prone troubled youth in an educational setting.

See Rating Scale On Next Page:

STEPS FOR COMPLETING UNIT I: ESTABLISHING RAPPORT

(T.Y.--Troubled Youth)

Read Prospectus--Training Package (Instructors Guide for Copies)
Read Prospectus--Unit I: Establishing Rapport

1.1 Objective #1

1.1.1 Attend audio-slide-tape presentation #1--"A Tone Setter"--"People Make the World Go Round" (Feedback optional)

*1.1.2 "Who Am I" Workshop
Summary-Feedback
or
1.1.2.1 Intern Option for "Who Am I"

2.1 Objective #2

2.1.1 Readings

2.1.1.1 Selected Bibliography
or
2.1.1.2 Library research in indicated area (independent of selected readings)

Choose any one or all three, if desired, of first group in bracket:

(2.1.2 Attend lecture--discussion--Background influences: Troubled Youth

(2.1.3 Listen to audio-tape #3--Background Influences: Four Significant Issues Identified in this module

(2.1.4 Interview--Significant Others--Audio-Tape #4 and/or live interview as described

2.1.5 Writing and presenting original skits or role playing demonstrating the Four Significant Issues
or
2.1.5.1 Intern option of ways to demonstrate issues

2.1.6 "Confrontation with Authority"--In small group Discussion--Feedback

*2.1.7 Attend feedback with instructor on 1.1 through 2.1.6 of module

3.1 Objective #3

Choose one or both:

(3.1.1 Reading selected bibliography
(3.1.2 Attend introductory lecture--demonstration--
Four Important Dimensions of Quickly Establishing
Rapport

3.1.3 Group Interaction Seminar:

Choose: Attend 2 or more (of those in brackets) as desired, or, research and summarize all 4:

(3.1.3.1a Differential Listening
(b Attentive Listening
(3.1.3.2 Trusting
(3.1.3.3 Non-Verbal Communication
(Attendance Required) (3.1.3.4 Sensing

*Feedback for General Session as arranged by Instructor

(Required) 3.1.4 "Probing" Demonstration VTR #1
Feedback and Discussion

*3.1.5 Role Playing--quickly Establishing Rapport (Demonstrate the four dimensions in 3.1.3)

Choose one or both of these in brackets:

(3.1.6 Attend VTR #2--Interns demonstrate 4 dimensions:

3.1.6.1 Analyze for Cues communicated:
a. Non-Verbal
b. Listening
c. Sensing
d. Trusting

or
(3.1.7 Attend lecture demonstration by instructor and/or consultant on the four dimensions

*3.1.8 Attend feedback with instructor on 3.1 - 3.1.7 of unit.

4.1 Objective #4

4.1.1 Meet with teams or small group of peers--Set up schedule for "Probing"--mini-practice sessions followed by self-assessment and feedback from group

4.1.2 Review technique of "probing" as needed

4.1.3 Set-up criterion for evaluating "Probing"

Individual intern teachers select at least one of the dimensions to demonstrate in each mini-practice session

4.1.4 Attend "Probing" practice sessions as scheduled in 4.1.4

Post Assessment

If no Remediation--Exit

Pre-Assessment

You are now entering a unit, one of a series, especially prepared for teachers of the youth in special schools of correctional institutions or the special schools or classes of local school districts where so-called "delinquent" or "pre-delinquent" youth are assigned. In this training package, these youth will be referred to as troubled youth rather than "delinquents."

This pre-assessment is designed to give you an overview of the areas addressed in this unit. Your responses to the following questions will indicate which of the activities you need to pursue in order to meet the objectives.

Directions:

(1) Read each question and answer briefly those which you know. Leave the space blank on the questions which you are unable to answer.

(2) When you have completed the pre-assessment, check with your instructor for correct answers.

Pre-Assessment

Test--Objective Cluster - Establishing Rapport

Test--Objective #1

1. Describe in a few words--Who is the Troubled Youth as defined in this unit?

_____

_____

Test--Objective #2

1. Can you list four significant problem areas related to the experiences of troubled youth in which effective teachers are in a position to make a positive difference? Explain why you selected these four areas.

_____

_____

_____

_____

Why? (Briefly state) _____

_____

_____

3. What do you know that is fairly conclusive about the experiences of the troubled youth in relation to "significant others" which affects his ability to relate at home and at school?

(Briefly state) _____

_____

_____

_____

3. React to this statement in a few words:

Troubled Youth are resistant to learning.

4. What five "teacher traits" or characteristics are identified as those most helpful and desirable in effectively teaching the troubled youth?

Test--Objective #3

1. Listen to the audio tape--George, Audio-tape #1. What are his needs and wants as perceived by the teacher. What are his needs and wants as perceived by George. List: Use one or two key words to indicate answers.

	TEACHER	GEORGE	TEACHER	GEORGE
ACADEMIC				
EMOTIONAL				
PHYSICAL				
OTHER				
	NEEDS		WANTS	

2. View VTR #2 (Intern Group Probing)

   a. List and describe the non-verbal cues communicated by any three interns to the learners.

INTERN		DESCRIPTION OF CUE
#1		
#2		
#3		

   b. Identify and describe one verbal exchange from this VTR which indicated that the intern was reaching a trust level with the learner. How did you identify "trusting" in this exchange?

Test--Objective #3

1. Explain (briefly) how you would use your knowledge and awareness of the following dimensions of Establishing Rapport in your first contact with a group of troubled youths:

Trusting: _____

_____

_____

Differential Listening: _____

_____

_____

Sensing: _____

_____

_____

Objective 4

1. Given a group of youth in an educational setting, facilitate a rap session of first contact (minimun 8 minutes)--see instructor or (if in teams) team leader for arranging "rap" session.

DESCRIPTION OF ENABLING ACTIVITIES

Objective #1

1.1 The intern is sensitized to the affective "people oriented" nature of the commitment to teach the Troubled Youth.

1.1.1 Enabling Activity--The slide-tape presentation is a "tone setter." It is a brief overview in which troubled youth is defined.

Feedback and discussion (optional)

1.1.2 Who Am I--Interns construct collage which they share with group.

1.1.2.1 Group feedback and discussion (optional)

Objective #2

2.1 Given input on four selected significant problem areas (1) recidivism, (2) high mobility, (3) confrontation with authority, (4) labeling and self-concept in which teachers must intervene with positive impact in the cycle of experiences of troubled youth, intern (in writing or orally)

--Identifies and defines the four areas accurately

--Describes or demonstrates the relationship of each of the areas to teachers of the troubled youth.

(optional--as needed)

2.1.1 Enabling Activity--Readings selected include articles and reprints on specific issues in the general picture of education and corrections as viewed by leaders and significant others in the field of corrections. Some articles are available with the training package. Your instructor will see that they are distributed. However, interns are requested to discover and share articles related to the issues referred to in the selected bibliography accompanying this module

and/or

2.1.1.2 search recent publications, newspapers, magazines, etc., for information which will broaden the scope of understanding of education and corrections.

(required) 2.1.2 *2. Lecture--discussion--This session is especially prepared to identify the four main areas emphasized in this module as significant in the experiences of troubled youth in relation to teachers and school.

2.1.3 Listen to audio-tape #2--Four Significant Influences

2.1.4 Interview with Significant Others

-In small groups or teams

Interview with significant others--In this activity, interns will individually or in teams or small groups arrange interviews with persons who are in direct contact with troubled youth (teacher, counselor, probation officer, juvenile judge, ex-juvenile offender). The focus of these interviews should be on the following issues in relation to Establishing Rapport with the youth: Recidivism, high mobility, labeling and self concept, and confrontation with various authority figures.

2.1.5 Intern through role playing demonstrates any one of these: Recidivism, labeling and self concept, high mobility.

or

2.1.5.1 Intern chooses another way to demonstrate the four significant background influences.

2.1.6 Confrontation With Authority:
In small groups or teams, interns react in exercise--Confrontation with Authority.

1. Introduction: You have each at some time had what we term a confrontation with authority (prompted by an incident such as receiving a ticket, or a lower grade than you felt you deserved, or an income tax review). Think back on that situation--share it with your team and answer these questions:

   Exercise: In small groups, interns will share their individual confrontations with authority figure and react to question--How did you feel? How did you feel about the person in authority? Did you rationalize your actions? How do you think you would feel if this sort of experience occurred repeatedly? What action could have been taken to "make the difference" for you? How do you think the delinquent labeled youth feels toward authority since he experiences such confrontations almost daily at home, in school, in the community?

   a. General feedback session--hear consensus of teams

   b. How can we as teachers use our sensitivity to this cycle of experience in working with the Troubled Youth? (General feedback on consensus of team.)

Objective #3

Given input on the four selected dimensions for quickly Establishing Rapport and given a series of action exercises and demonstrations in these four dimensions, intern:

--Identifies each dimension in feedback following the exercise

--Shares in small group discussion his perceptions of "how he feels" toward the experience in the exercise

--Small group demonstrates ways in which knowledge, skill and awareness of each dimension can be used in more quickly Establishing Rapport with the Troubled Youth (choice of format for demonstration--e.g. audio-tape, skits, role-playing)

3.1 Enabling Activity

1. Readings--Intern may select readings on "listening, non-verbal communication, trust and "probing" for background information to attain the objective.

3.1.2 (optional)

2. Lecture--discussion: Four selected dimensions for quickly Establishing Rapport. This activity will present the four selected dimensions and explain why they were selected as dimensions in which early skills are needed for quickly Establishing Rapport.

3.1.3

3. Group Interaction Seminar Series--This seminar provides demonstrations and exercises in the four dimensions for quickly Establishing Rapport. See your seminar exercises hand- sheets for complete description of each exercise.

Choose any two or more of these exercises and/or research Listening-Trusting and Non-Verbal Communication:

(Attendance Required)

3.1.3.1a Differential Listening
3.1.3.1b Attentive Absence
3.1.3.2 Trusting
3.1.3.3 Non-Verbal Communication
3.1.3.4 Sensing

Dates for the seminar will be posted.

3.1.4

4. VTR Demonstration--"Probing"--This demonstration introduces Probing as a technique for quickly Establishing Rapport. It will provide discussion on all of the dimensions selected for emphasis in the module. It will help you arrive at your

own style for the small group demonstration you are required to do as Post Assessment. The VTR provides steps for discussion. You may see it as often as needed.

3.1.5

The role playing activities are suggested ways of summarizing your findings in relation to listening, non-verbal communication, trusting, and sensing as dimensions in quickly Establishing Rapport. (You may choose any method of presenting your summary, however).

3.1.6

Observe and analyze VTR #2. In this activity, interns in teams, small groups, or individually will observe VTR. This recording represents the first experience in "Probing," for a group of Cycle VII Teacher Corps interns. The setting is in a classroom of one of the correctional institutions which serves youth of the inner city. Your instructor will assist you in your analysis of the VTR. Your concern is not criticizing the technique, as it is a first effort. However, you will find many of the "cues" in the four dimensions (listening, non-verbal, sensing, trusting) demonstrated either by their obvious presence or absence. This is a learning exercise which these interns share with you. The people are real. The setting is as needed for your purposes.

Objective #4

4.1

Initiates and facilitates a series of probing sessions in which intern employs behaviors which indicate awareness of the four crucial dimensions needed in quickly Establishing Rapport with the delinquent-prone troubled youth in an educational setting.

Description of Enabling Activity--"Probing" (Mini-practice sessions--In teams or small groups as you have been working.)

4.1.1.

You will arrange with your team leader and team to begin the development of introductory skills, sensitivities and strategies in "probing" as a technique of quickly Establishing Rapport with the learners in the schools where you will intern:

1. The specific areas in which you are required to demonstrate skills and sensitivities during your probing session are those which you have experienced and identified in the series of group interaction sessions in 3.1.3 of the module, namely:

   a. Skills and sensitivites in listening
   b. Awareness of non-verbal cues which you send and receive
   c. Sensitivity to the nature of trust and risk in effectively establishing rapport
   d. Sensing
   e. Awareness and knowledge of issues of self-concept as related to affective interacting. (Sensing)

2. Sensitivity to the nature of the influences in the background of the delinquent-prone learner which influence establishing rapport: (2.1 of unit)

   a. High mobility--moving in and out of community, schools
   b. Prior relationships with authority (home, school, probation, courts)
   c. Recidivism and Relationships with significant others.

3. Through your team leader, arrange for specific dates and hours for the following small group sessions in which you will practice probing on VTR, audio tape or live demonstration (maximum 10 minutes per session)

   a. With small group of peers (as many sessions as needed)
   b. With small groups of learners (at least 3 sessions)
   c. With single learner

4. Prior to each VTR practive session, select at least one dimension of Establishing Rapport which you will demonstrate in each of the sessions.

4.1.2

Review Probing techniques

4.1.3

Set up criterion for evaluating. Each team will set-up criteria for evaluating achievement of the terminal objective. This is a performance objective and criteria must include the following:

1. In teams or in small groups as decided, set up criteria for evaluating performance relating to Terminal Objective and practive sessions.

2. Evaluate the following areas; the intern:

   --Will have group of 3-4 learners who have been identified as troubled youth for demonstration session. Session can be recorded by audio or video-tape or arrange live demonstrations.

   --Writes analysis of this demonstration relating it to the established criteria.

   --Presents this performance and analysis (as per Post Evaluation). Satisfactory completion requires acceptance by the instructor and 50 per cent of the team.

   or

3. Rating of 2½ on scale of 1-5 (below) by 50 percent of Committee.

   (This evaluation is on a performance objective and should focus on <u>behaviors employed</u> by the intern rather than the responses of students.)

---

1 2 3 4 5

(Suggested scale for rating to be used by each member of evaluating group: 1 is low, 5 is high)

4.1.4

In teams, share each VTR, analyze the point at which you demonstrated the particular demension identified in advance.

--Receive feedback from team

--Assess areas of strengths and identify areas you would like to strengthen

Post Evaluation

Following the completion of the VTR practice session listed in #2 above, plan one session with a small group of troubled youth in an educational setting, (1) demonstrate probing VTR, (2) present your VTR session to team in instructor, (3) assess and analyze your performance identifying the skills you employed--Participate in feedback. Successful performance based on criterion agreed upon by team in #1--Procedure for Probing.

NOTE: Since this is a developmental activity, you will attend the feedback on your VTR presentation, again assess your strengths and set-up plans for continuing your development of skills in area.

Alternatives for Enabling Activity

1. Intern's choice of ways to meet objective and demonstrate skills in four areas other than VTR is to be arranged with team leader and instructor. (Audio-tape, live demonstration, other.)

Post Assessment--As per objective

Performance to be evaluated by committee consisting of the intern, his team, a representative of another team, the instructor, and a community representative.

Use criterion as established in this Unit, Page 21.

Remediation

Remediation is negotiated with the evaluation committee for Post-Assessment.

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APPENDIX A

GLOSSARY OF TERMS

Affective Interacting: Method of reacting face to face with students with emphasis on their feelings and perceptions. Educators need to learn ways to facilitate students efforts in making personal meaning of what they are learning.

Attentive Absence: Attentive absence suggests the appearance of listening, without actual listening taking place. It expresses itself in many ways. Eye contact may be good, non-verbal responses may be good, yet the client is simply not present.

Differential Listening: Differential listening refers to the fact that experiences determine what we hear. Each person brings different experiences to a situation. As he listens he filters the meaning of what he hears through his experiences.

Establishing Rapport: Deliberate planning to "get through" to young people at a level different than that used by one who is able to establish the types of relationships needed to lead recreational sports or social activities. It is the ability to reach quickly a level of exchange and trust which will enable the leader to understand cues to needs and wants; from this understanding the teacher can plan success oriented learning activities with the youth that can be performed before the learner is removed to another setting.

Highly Mobile: The life pattern of a "troubled youth" has frequent changes. He is on the move. In his educational pattern it is not unusual for him to be moved from school to home, to the courts, to holding facilities, and back home to his neighborhood school within a period ranging from a few days to a few weeks. This high mobility influences his attitude toward school, and significant adults. Also it influences the ability of others to plan and work with him.

Labeling: Labeling is a process of defining a person by one activity, behavior or circumstance; it prevents a more total view of the person, i.e., once a youth is expelled or suspended from school he is labelled incorrigible, "delinquent," etc. This identification influences the thinking of others towards him as well as his own image of himself.

Probing: A training technique designed so that an adult stranger (a teacher or a Teacher Corps Intern) can rapidly establish open and authentic communication with a group (3-4) of delinquent prone youth.

Recidivism: The repeated return of an individual to institutions. Many young offenders are recidivist--that is they are committed to institutions a second time or more. This factor, while closely related to high mobility is significant in itself as related to the self concept of the youth, as well as to the expectations of teachers and other significant adults in regard to these youths.

Authority: The significant others who are decision makers in the youth's life. Many are complete strangers to him, and make decisions in isolation, not taking into account his broader life pattern or others who influence him.

Sensing: Ability to feel with and convey confidence as a helper to a client.

Troubled Youth: Any youth that because of his/her deviation from the mores of the dominant society, has been labeled either "pre-delinquent" or "delinquent" by institutions that are directly involved in his life--such as the school or the court. Often because of this label a negative self concept is created and the student reacts as expected to react.

Basic Instructors: The youth who are selected for the probing session are called Basic Instructors. They will be involved in the session with the understanding that the interviewer and all other teachers present are there to receive information from them (the youth) on some ways in which teachers may become more helpful and effective in relation to troubled youth. In this sense, the youths are instructors.

Perceptor: Description of teacher role: Commitment to sensing the learner's perceptions.

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